

# 2019-2020

## EPP Master's of School Administration Performance Report

### East Carolina University

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#### **Overview of Master's of School Administration Program**

The mission of the MSA program is to prepare educational leaders who respect diversity, build trustful relationships, apply scholarship to address practice, and engage in purposeful collaboration to confront the challenges of 21st century education. The MSA degree is designed to prepare individuals to become school leaders. The MSA encourages and supports students to serve as problem-solvers, communicators, innovators, collaborators, and change agents as they immerse themselves in service learning experiences at their respective schools.

The Department of Educational Leadership (LEED) has agreements with 12 local school districts to deliver the MSA program in the respective districts. These agreements and recruitment efforts are a result of a collaborative effort among the superintendents and/or the leadership teams in the

respective districts. The chair, as well as other LEED faculty, meets with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership developmental needs. These meetings result in strategic placement of Master of School Administration (MSA) cohorts in alignment with LEA needs. Additionally, the partnership and discussions held through these meetings provide valuable feedback for the MSA program and LEED faculty about the quality and effectiveness of the program and its graduates.

LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and The Latham Clinical Schools Network, located throughout the northeast and southeast Regional Education Service Alliances (RESAs), and by working directly with representatives of 43 school districts. The LEED faculty members provide support for school and district initiatives throughout the ECU service area and beyond. In addition, the work of the Wells Fargo Distinguished Professorship, a position housed in this department, is to create real world connections and solve school problems in the region. The Wells Fargo Distinguished Professor has created an international partnership that offers the LEED EdD in locations such as Bangkok, Thailand to help prepare educational leaders, which has benefitted the MSA program indirectly in terms of helping to diversify faculty experiences and understanding of global school leadership issues.

The MSA program at ECU is the only program in NC that earned National accreditation and recognition (received 8-2013 and still valid) from the National Policy Board for Education Administration (NCPBEA) through the National Educational Leadership Preparation Standards (NELP), formerly known as ELCC standards. Additionally, MSA candidate artifacts generated from project-based learning in the MSA program are fully aligned with NC Standards for School Executives and serve as a valuable data source for program improvement efforts, practice-based research, and service to schools in the region. Project-based learning, known as Service Leadership Projects (SLPs), is unique in the MSA at ECU because it combines principles of both service learning and servant leadership.

The MSA program utilizes the Service Leadership Preparation Framework (SLPF) as the conceptual framework for principal preparation. The SLPF links leadership themes found in the national and state standards with the school improvement at the center. Each theme is the foundation for Service Leadership Projects (SLPs), the hallmark of the ECU MSA program. SLPs are embedded in seven Service Learning designated courses in the MSA program. SLPs require MSA candidates to immerse themselves in problems of practice within their home school for two years, first year as projects only and second year as projects and internship. SLPs require candidates to engage further with their supervising school principal and ask "How can I help? How can I serve?" MSA candidates use the SLPs as they work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, research on best practices, comprehensive planning, action plan implementation, and evaluation. In the past year, 368 SLPs were completed in multiple counties, demonstrating LEED's transformative service to the region through innovative curricula and programming.

Programmatic advising is a signature of the ECU MSA program. This advising is based on leadership skill assessment data. Candidates begin the MSA program by analyzing their individual leadership growth needs through a leadership skill simulation created by faculty in cooperation with the National Association of Secondary School Principals. This simulation is enacted at the Office of Clinical Skills Assessment and Education at ECU in the Health Sciences Division. MSA candidates participate and analyze their performance on leadership tasks resulting in identifying strengths and areas for growth. The first year in the MSA candidates reflect and practice their identified leadership skills plan. Midpoint through the MSA candidates engage in another simulation to determine leadership growth and intensify their leadership skill development prior to their yearlong internship. During their second year in the MSA candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities.

Out of the 2,706 principals in the state, 254 are ECU grads: 9%. However, most of the principals in eastern North Carolina are ECU Graduates with 130 out of 203 principals: 65%

Beaufort: 12 out of 14

Carteret: 11 out of 18

Craven: 15 out of 23

Greene: 5 out of 6

Jones: 4 out of 5

Onslow: 25 out of 36

Pamlico: 4 out of 4

Pitt: 25 out of 38

Wayne: 17 out of 33

Wilson: 12 out of 26

A total of 38 MSA candidates graduated and obtained their NC principal (012, class P) and NC curriculum instructional specialist license (113, class S). The MSA program was delivered in cohorts of 14 to 18 candidates as a hybrid model where 60% of the program was online and 40% in person at geographical regions in eastern North Carolina such as: Johnston county area, Onslow county area, Craven county area, and Wake County. Candidates from distant rural geographical regions drive an average of an hour to attend the cohort locations listed. For candidates from more distant regions the MSA is offered online. These candidates completed approximately 59,000 internship hours across high need districts.

### **Special Features of the Master's of School Administration Program**

The MSA program's recruitment efforts take a proactive approach of engaging school superintendents and principals in the northeast rural regions of North Carolina. ECU's MSA program has forged strong relationships with school districts over decades of trust and service to the region and has successfully recruited strong candidates in the past. However, due to the distant geographical location to the ECU campus, candidates from the northeast rural regions rarely enroll in the MSA program. For this reason, a targeted and personalized recruitment process in collaboration with superintendents and principals helped recruit 14 candidates and the courses delivered for this cohort were delivered synchronous and online. The MSA Program admitted its third cohort like this summer 2019 and will start an additional cohort summer 2020.

The MSA requires a yearlong (1000 hours) internship experience in an authentic setting during the final year of the program. An intern is expected to examine the overall school vision, become immersed in the school's improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills. Upon successful completion of the MSA, an intern will be prepared to assume a school leadership position. While it is understood that the scope and sequence of experiences included in the role of a principal is expansive, the ability of an intern to develop skills in the running of a safe and orderly school and curriculum development relative to pertinent test data is paramount. Interns are required to provide evidences of required experiences deemed central to a successful, effective internship experience.

As part of the ongoing collaboration with practicing principals that serve as site supervisors that provide meaningful internship experiences, faculty gathered feedback from these principals to improve the internship. One source of feedback indicated that candidates needed to become culturally proficient. Through collaboration with practicing school leaders, faculty incorporated a focus on diversity into the internship experience. As result, interns met monthly at seminars to learn about a diversity topic in schools including race, socioeconomic status, linguistics, religion, gender identity and sexual orientation. During the monthly seminars, interns were provided with current data and research regarding the diversity topic as well as interact with guest speakers from the community. The community speakers described their experiences in school settings as a member of a diverse group. They also helped interns understand what they could do to make schools a more welcoming and accepting place. Principal interns then took the information and examined their own schools through a new lens and wrote reflections on how they saw each diversity topic at play on their own campus. They also wrote about what things they could do to improve school experiences for all groups. Candidates' self-awareness of their personal biases in educational environments shifted proactively to inspire them to strive toward social justice throughout the curriculum. Findings of this work were published at Jones, K.D., & Ringler, M.C. (Spring 2017). Increasing principal preparation candidates' awareness of biases in educational environments. *International Journal of Educational Leadership Preparation*. 12(1), 69-82. Published online [http://www.ncpeapublications.org/attachments/article/734/IJELP%20Volume%2012,%20Number%201%20\(Spring%202017\).pdf](http://www.ncpeapublications.org/attachments/article/734/IJELP%20Volume%2012,%20Number%201%20(Spring%202017).pdf). These seminars are part of the internship requirements for all interns.

Figure 1



**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Lenoir County Schools and neighboring school districts
Start and End Dates	June 2020-May 2022
Priorities Identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	10 Principal Candidates

Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	60 Service Leadership Projects and approximately 60,000 internship hours
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Northeastern North Carolina school districts
Start and End Dates	June 2020-May 2021
Priorities Identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	14 Principal Candidates
Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	84 Service Leadership Projects and approximately 14,000 internship hours
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Principal Leadership Academy: Schools in the Northeast Region of North Carolina
Start and End Dates	June 2020-May 2021
Priorities Identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	8 Principal Candidates
Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the	48 Service Leadership Projects and approximately 8,000 internship hours

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wake County Schools
Start and End Dates	June 2020-May 2021
Priorities Identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	20 Principal Candidates
Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	120 Service Leadership Projects and approximately 20,000 internship hours  School superintendents and their teams provided a clear vision for instructional leadership by diagnosing instruction, providing meaningful feedback, and developing equity goals for instructional leadership.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Jones, Pender, Duplin, and Sampson
Start and End Dates	June 2018-May2021
Priorities Identified in Collaboration with LEAs/Schools	A national partnership with the Panasonic Foundation that provides collaborative opportunities addressing equity and excellence for all students. The purpose of this consortium is to improve equity, maximize student achievement and close achievement gaps for all students
Number of Participants	40 School leaders at all levels in a school district
Activities and/or Programs Implemented to Address the Priorities	Develop leadership potential and prepare school leaders
Summary of the Outcome of the Activities and/or Programs	240 Service Learning Projects and approximately 40,000 Internship Hours

	School superintendents and their teams provided a clear vision for instructional leadership by diagnosing instruction, providing meaningful feedback, and developing equity goals for instructional leadership.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Johnston County Schools
Start and End Dates	June 2018-May2022
Priorities Identified in Collaboration with LEAs/Schools	A national partnership with the Panasonic Foundation that provides collaborative opportunities addressing equity and excellence for all students. The purpose of this consortium is to improve equity, maximize student achievement and close achievement gaps for all students
Number of Participants	10 School leaders at all levels in a school district
Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	60 Service Leadership Projects and approximately 10,000 internship hours
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Onslow County Schools
Start and End Dates	June 2019-May2022
Priorities Identified in Collaboration with LEAs/Schools	A national partnership with the Panasonic Foundation that provides collaborative opportunities addressing equity and excellence for all students. The purpose of this consortium is to improve equity, maximize student achievement and close achievement gaps for all students
Number of Participants	14 School leaders at all levels in a school district
Activities and/or Programs Implemented to Address the Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the	84 Service Leadership Projects and approximately 14,000 internship hours



Activities and/or Programs	
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**II. CHARACTERISTICS OF STUDENTS**

**A. Number of Students Who Applied to the Educator Prep Program**

<b>Gender</b>	<b>Number</b>
Male	7
Female	32
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>39</b>
<b>Race/Ethnicity</b>	<b>Number</b>
Asian	0
African-American	9
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaaian/Pacific Islander	0
White	30
Two or More Races	0
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>39</b>

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>MSA</b>	African-American	4	African-American	22	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	17	White	70	White	

	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	1	Not Provided	
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>93</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>MSA</b>	African-American		African-American	1	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	4	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
School Administration	37	16		
Comment or Explanation				

**F. Quality of students admitted to programs during report year.**

Measure	Master's
MEAN GPA	3.28
MEAN MAT Electronic	399.22
MEAN MAT Written	N/A
MEAN GRE Electronic	300.50
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.61
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	96
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not reported.	
<b>Comment or Explanation:</b>	

**H. Time from admission into professional teacher education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA Degree	0	49	0	1	0	0
MSA Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA Degree	0	2	0	1	0	0
MSA Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						